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RISING SUN

EDUCATIONAL GYMNASTIC PLAY

FOR LITTLE FOLKS

BY

FANNY L. JOHNSON

AND

JENNIE M. COLBY

4007.242

"Play is the highest phase of child development."

"Play is the perfect co-ordination of joy and activity."

3257

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To the Memory

of

BARON NILS POSSE

and

MISS MARY J. GARLAND

Whose Inspiring Teachings have so Largely Influenced
Our Work with Little Children, this Small Volume

is Affectionately Dedicated

by the Authors.

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INTRODUCTION.

A vacancy seems to exist in physical education between the play of the kindergarten and the regular gymnastic work of the school, and it is in the hope that this little book will help to furnish the needed connection that it has been prepared by the authors.

The Swedish system of educational gymnastics, as set forth in "Special Kinesiology," by Baron Nils Posse, forms the basis of our work, but Baron Posse's further teaching, concerning exercises for little folks, and our own experience, have led us to diverge somewhat from the order which he adopts in his progressive lists and to intersperse other exercises.

We present here only those classes of movements that correspond to the stage of development through which the child is passing during his first two years in the primary school, and have culled from those classes the gymnastic exercises best suited to the needs of the little child. With the technical name of each movement we have furnished a description, to aid the uninitiated, and also the name of an animal, object, or action which the movement suggests.

Little children should forget their bodies while performing physical exercises, and to induce this forgetfulness they must have in mind a picture of something extraneous to themselves which they are to represent. These representations appeal to the imagination of the little ones who are perfectly happy while playing they are ducks, chickens or statues. Left to themselves, children will play at being all of these things and a thousand more, the difference in this directed play being, that the teacher has a definite purpose in the selection of movements, the sequence of these in the day's lesson, and their progression from one lesson to another.

Children who have had their early gymnastics in the guise of play enter upon the first lessons of formal gymnastics with unusual interest, joyfully recognizing familiar movements under new names. The ease with which they perform their exercises in response to their conscious volition testifies to the value of their previous physical training.

The gymnastic movements are arranged here in progressive lists and not in set tables of exercises. This has been done in order to allow more scope for the originality of the teacher, and to enable her (through the play names of the movements) to correlate her gymnastic work with the other parts of the school curriculum. It is intended that the teacher should arrange her own tables of exercises, taking one or two movements from each class in the order in which they are presented in the following pages. Slow progression should be made from day to day by adding one or two new exercises and dropping one or two of the old ones.

Simple marching, with no attempt at technicalities (such as correct facing and flanking) ought to find a place somewhere in the lesson. It should be used chiefly with music, which must be simple in character with well-marked time.

Running is extremely valuable, but the danger of running on a smooth floor without rubber-soled shoes often prevents the use of this exercise. Encourage it as far as possible in out-door games, or procure the rubber sole.

Jumping can hardly be kept too simple for the little folks, and the "landing" is the principal thing that should be taught. Jumping from heights and over obstacles may easily prove injurious to growing children, therefore progression must be slow and discriminating.

"There can be no doubt whatever as to the great benefit of the habit of deep breathing — full inspiration, deep expiration — in ordinary life." The arm movements all tend to form this habit by producing chest expansion, but if the children make a conscious effort to breathe the result is muscular contraction rather than free respiration; therefore, instead of giving the little ones formal breathing exercises we must secure the act by asking them to stretch themselves, as part of the play.

If the extreme stretch is called for the inspiration is bound to follow. (See Commencing Positions, No. 3.) The stretching may be outward or upward, in standing or lying position, and this exercise should take place in the course of and at the end of the lesson, and the game.

But in all the exercises let us not forget the "joyousness," which Mr. James L. Hughes says "is almost, if not quite, as beneficial as the exercise to the health of the children." Free choice may often be given to the little folks, and each teacher will find some simple playful way of her own to lead the exercises.

The illustrations are from photographs taken especially for this book. It is difficult for little children to maintain a gymnastic attitude long enough to secure a *perfectly* satisfactory photograph, so we do not consider all of these pictures absolutely correct, but on the whole believe them to be fairly representative.

Our thanks are here offered to those whose spoken or written words have been helpful to us in our work.

With the hope that these few suggestions may induce other teachers to aid us in developing this branch of the tree of knowledge, we send forth this small book.

FANNY L. JOHNSON.
JENNIE M. COLBY.

EDUCATIONAL GYMNASTIC PLAY

CLASSIFICATION OF EXERCISES

COMMENCING POSITIONS

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
	General Posture.	
1 Fund. st. pos.*	1 Heels together, feet at an angle of *about* sixty degrees, knees straight, hips well back, chest forward and up; head erect, with chin drawn in; arms and hands hanging easily by the sides; heels touching the ground without pressure.	1 (*a*) Soldier. (*b*) Post.
	Arms.	
2 Wg. st. pos.	2 Place the palms of the hands on the hips, fingers in front, thumbs behind. The position should be an easy one, the hips bearing the whole weight of the arm so that there is no elevation of the shoulders.	2 (*a* Basket handles. (*b*) Birds with folded wings. (*c*) Statue with folded wings.
3 Yd. c st. pos.	3 Arms straight out sideways from the shoulders, palms down, fingers stretched but not spread.	3 (*a*) Birds' wings spread (*b*) Statue with spread wings. (*c*) Bars.

*An index of these abbreviations will be found at the end of the book.

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
	Feet.	
4	4	4
Close st. pos.	From fundamental position bring the feet close together so that they point straight forward.	(*a*) Small post. (*b*) Doors shut. (*c*) Closed fan.
5	5	5
Std. st. pos.	Place the feet two foot lengths apart, so that a line through the heels is parallel with one through the shoulders; knees straight.	(*a*) Two posts. (*b*) Standing in a quickly moving car or wagon.
6	6	6
Wlk. st. pos. forw. or backw.	One foot is placed in advance of the other as if an ordinary walking step was being taken, or a step backward is taken instead; reverse the relation of the feet.	(*a*) Walking one step. (*b*) Roots of trees which stretch out in all directions

14 FANCY SKATING, OR STATUE (See page 19)

BALANCE MOVEMENTS

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
1 Wg. st. 2 Heel elev.	1 See Commencing Positions No. 2. At a signal from the teacher, rise quickly on the toes, heels going apart as they leave the ground; lift the head and chest, and stretch the spine; at another signal come down slowly, keeping the weight well forward.	1 Looking over a fence.
2 St. 2 Heel elev.	2 See Balance Movements No. 1, but let the arms hang by the sides.	2 (*a*) Growing tall. (*b*) Giraffe.
3 Wg. std. st. 2 Heel elev.	3 See Commencing Positions Nos. 2 and 5, and Balance Movements No. 1.	3 Rooster crowing.
4 Wg. close st. 2 Heel elev.	4 See Commencing Positions Nos. 2 and 4, and Balance Movements No. 1.	4 Looking in a shop window when the streets are crowded.
5 Wg. st. 2 Kn. flex.	5 See Commencing Positions No. 2. Heels lift, knees bend half way (keeping the heels up), knees stretch and heels sink; head up and trunk erect throughout the exercise.	5 Giant brownie and child.

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
6 Toe sup. st. pos.	6 Place the left foot backward, with only the toe touching the ground; bring the left foot to position and repeat with the other foot. The chest should be well lifted.	6 Statue.
7 Wg. st. L. elev. backw.	7 See Commencing Positions No. 2. Lift the left foot from the ground, stretching the leg and foot backward; trunk erect; return to position; repeat with right leg.	7 Pigeon or chicken stretching its leg.
8 Wg. Toe st. H. rot.	8 See Commencing Positions No. 2. Rise quickly on toes, then rotate head quickly from side to side several times; return to position.	8 Grow tall and look around.
9 Yd. c st. slow march on tip-toe.	9 See Commencing Positions No. 3. Walk very slowly forward on tip-toe, pausing for a second on each step; take long steps; the arms are used to retain balance.	9 (*a*) Stepping stones. (*b*) Stilts. (*c*) Crossing a muddy street.
10 Wg. courtesy st. H. rot.	10 See Commencing Positions No. 2. Heels lift, knees bend as in Balance Movements No. 5; head rotation as in Balance Movements No. 8; return to position.	10 Mandarin.
11	11 See Commencing Positions No. 2. Stand on the left leg and swing the right backward and forward; stand on right leg and swing the left; keep the knees straight.	11 Swinging pendulum.
12 Wg. wlk. st. 2 Heel elev.	12 See Commencing Positions Nos. 2 and 6, and Balance Movements No. 1.	12 Step and grow tall.

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
13 Wg. std. st. 2 Kn. flex.	13 See Commencing Positions Nos. 2 and 5, and Balance Movements No. 5.	13 Elevator. (Go up to top floor, down to basement, up to top floor, stop on street floor.)
14 Wg. cr. a ½ st. pos.	14 See Commencing Positions No. 2. Lift the left leg until the knee and hip joints form right angles, the toe pointing down; return to position and repeat with right leg.	14 Stork standing on one leg.
15 Bal. wlk.	15 Walking a chalk mark, crack in the floor, or a balance beam.	15 Plank or log across a stream.
16 Wg. st. 2 Kn. flex. to sitt.	16 See Commencing Positions No. 2. Heels lift and knees bend as far as the muscles will allow; heels up throughout the exercise, and trunk erect; knees stretch and heels sink.	16 Going down into a mine.
17 Wg. wlk. st. L. elev. backw.	17 See Commencing Positions No. 2. Slide the left foot forward as in skating, at the same time lifting the right foot from the floor and stretching the leg and foot backward; keep the body erect; hold this position for a moment, then slide the right foot forward, lifting and stretching the left leg backward; repeat several times.	17 Fancy skating.

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
18 Courtesy sitt. wlk. forw.	18 In the position of Balance Movements No. 16, place hands on the thighs and walk forward; the heels must not touch the floor while walking.	18 Ducks waddling. (Children say "Quack! quack!")
19 Wg. std. st. 2 Kn. flex. to stit.	19 See Commencing Positions Nos. 2 and 5, and Balance Movements No. 16.	19 Bucket going down into a well. (The teacher may turn a handle to let the bucket down and bring it up.)
20 Wg. st. L. elev. sidew.	20 See Commencing Positions No. 2. Lift the left leg out sideways, knee and instep stretched, and trunk erect; replace the left leg and lift the right; repeat several times.	20 (*a*) Statue. (*b*) Circus rider.
21 Wg. st. alt. slow Kn. flex. upw.	21 For position, see Balance Movements No. 14. Execute slowly, and put one foot down as the other leaves the ground. This movement may be executed in place, or going round the room as preferred.	21 (*a*) Bicycle rider. (*b*) High-stepping horses, walking or pawing the ground.

SEE-SAW

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
22 Wg. Toe st. 2 Kn. flex.	22 See Balance Movements No. 1. Knees bend and stretch; bend and stretch several times; return to position. For (*a*) the teacher grasps the upper arms of the child and guides the bending and stretching of the knees. For (*b*) two children stand opposite each other, and one goes down as the other goes up; combine with Arm Movements No. 21. Execute to music, three-four or six-eight time	22 (*a*) Churning. (*b*) See-saw.
23 Wg. Toe st. quick 2 Kn. flex. to sitt.	23 See Commencing Positions No. 2. Child stands on tip-toe behind desk or chair; at a signal from the teacher he bends the knees and disappears behind the desk; at another signal he rises very quickly on tip-toe; repeat several times.	23 Jack in the box.
24 Wg.courtesy sitt. wlk. forw.	24 See Balance Movements No. 16. In that position walk forward on toes.	24 Pigeons walking.
25 St. L. elev. forw.	25 Lift the left leg and stretch it quickly forward as if kicking a ball; replace the left leg and stretch the right; repeat several times.	25 Kicking a football.
26 Wg. Toe st. rapid alt. Kn. flex. upw.	26 See Commencing Positions No. 2 and Balance Movements No. 1. Execute as in Balance Movements No. 21, but accelerate the time.	26 Horses trotting.
27 Courtesy sitt. wlk. forw. w. alt. Arm movement.	27 Walk forward as in Balance Movements Nos. 18 and 24, using the arms as paddles.	27 Ducks swimming.

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
28 Courtesy sitt. wlk. forw.	28 See Balance Movements No. 27, but stretch the arms backward touching the floor if possible; lift the chest well.	28 Turkey gobbler walking; his wings sweep the ground.
29 Wg. cr. a ½ st. Kn. ext. forw. advancing.	29 See Commencing Positions No. 2. Bend the left knee upward, stretch the leg forward; then put the foot down resting on the toes; carry the weight over to the forward foot and repeat the movement with the right leg and foot; continue walking forward in this way, heels from the floor all the time. When the children have become accustomed to walking in this way, they may move the elbows up and down, and turn the head to the right as the right foot is raised and to the left when the left foot is raised.	29 Rooster walking; he flaps his wings and turns his head, and sometimes stops and crows.

TURTLE

ARM MOVEMENT

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
1 Wg. forw. ly. pos.	1 The child lies prone on the floor, legs straight; at a signal from the teacher the child places hands on the hips (see Commencing Positions No. 2), and lifts the shoulders from the floor; at another signal the shoulders are lowered; repeat two or three times. In the school-room the pupil may execute this movement lying across his desk with feet fastened in the back of his chair.	1 (*a*) Turtle. (The position of the arms suggests the turtle's shell) (*b*) Seal basking.
2 Yd. c. ly. pos.	2 Child lies on his back flat on the floor, arms out sideways straight from the shoulders, back of hands on the floor.	2 Yardstick.
3 Wg. stoop st. pos.	3 See Commencing Positions No. 2. The trunk is inclined forward from the hips, but the spine is straight; chest expanded, head up and in line with back.	3 Bent tree trunk with short branches.
4 Bend st. pos.	4 See Commencing Positions No. 1. At a signal from the teacher, the child turns the palms of his hands forward, and bends the forearms upward, until the hands (with fingers flexed), are outside the shoulders; the elbows are kept close to the sides without squeezing; hand and fingers somewhat relaxed.	4 First position of soldier.

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
5 Fund. pos. Arms swinging backw. and forw.	5 See Commencing Positions No. 1. Execute to music, four-four or six-eight time. Bring the arms a little forward; swing backward on the strong beat of the music, swing forward on the next beat; continue.	5 Swinging pendulums.
6 Bend st. 2 A. ext. sidew.	6 See Arm Movements No. 4. Extend the arms sideways quickly and forcibly. See Commencing Positions No. 3.	6 Second position of soldier.
7	7 Two children take hands and swing the arms rhythmically backward and forward. See Arm Movements No. 5, but use only one arm at a time. Children face about and repeat exercise with the other arm.	7 Swing.
8 Yd. a st. pos.	8 Elbows at shoulder level and drawn well back; forearms bent at an acute angle; hands in line with the forearms; palms down. The hands should not touch each other nor touch the chest.	8 (*a*) Folding yardstick closed. (*b*) Jack knives closed. (*c*) Folding table closed.
9 Yd. a st. 2 A. flg.	9 See Arm Movements No. 8. Swing the forearms outward (without lowering the elbows) to position taken in Arm Movements No. 6; return to the first position without letting the elbows drop; repeat two or three times.	9 Opening and closing of objects named in No. 8.

1. JACK KNIVES CLOSED

2. JACK KNIVES OPEN

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
10 St. 2 A. elev. sidew. to Yd. c.	10 Lift the arms sideways to position taken in Arm Movements No. 6; let them down again gently; repeat several times.	10 Bees' wings spreading and closing.
11 Yd. c. st. 2 A. depression and elevation with less rigidity of the joints than is required by the preceding exercise.	11 See Arm Movements No. 10. Press the arms slightly downward; lift to horizontal again, with increased relaxation; continue, making the movement a rhythmical one.	11 Flying motion of a bird's wings.
12	12 Arms out sideways, but not quite straight; move them a little.	12 Branches of a tree swaying in the breeze.
13 Yd. c. st. pos.	13 See Commencing Positions No. 3. Maintain that position for a definite number of seconds. (*d*) Every other child faces about before executing the movement.	13 (*a*) Board. (*b*) Yard of a ship. (*c*) Shop counters. (*d*) Railroad tracks.

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
14 Yd. st. pos. (with palms turned forw)	14 Take the position given in Arm Movements No. 13, but turn the palms of the hands forward.	14 Sign post. Teacher reads on one, "Two miles from Albany."
15 Yd. c. st. 2 A. rot.	15 See Arm Movements No. 13. Roll the arms over so that the palms of the hands are first up and then down.	15 (*a*) Rolling a log over. (*b*) Trying to make the hands flat like tables.
16 St. 2 A. swim.	16 Execute this movement to counts, One! Two! Three! At the first count, take position given in Arm Movements No. 8; at the second, stretch the arms forward from the shoulders with the palms down; at the third, swing the arms out sideways to the position given in Arm Movements No. 13. (See Arm Movements No. 32.)	16 Learning to swim.
17 Yd. c st. 2 A. flg. (Slowly forw. swing, sidew. *fling*)	17 See Arm Movements No. 13. Swing the arms slowly forward until they are shoulder width apart, turning the hands gradually until the palms face each other; fling the arms quickly back to the first position; repeat several times.	17 Fan; it is first open, then half shut, then opened again

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
18 Bend st. alt. A. ext. sidew.	18 The children stand side by side but two arm-lengths apart. Take position of Arm Movements No. 4. Every other child extends his right arm toward his next companion; the remaining children extend the left arm; all return to starting position and extend the opposite arm; repeat the exercise several times; keep the body erect.	18 The children will enjoy trying to make their finger tips meet.
19 Bend st. 2 A. ext. upw.	19 See Arm Movements No. 4. At a signal from the teacher extend the arms quickly upward until they are stretched straight up from the shoulder; the hands should be shoulder width apart, palms turned toward each other, and fingers extended; repeat several times.	19 Shooting rockets. As the arms go up the children say, "Fizz-z-z."
20 Bend st. alt. A. ext. upw.	20 The same as the preceding exercise, but extend one arm at a time.	20 Shoot one rocket at a time.
21 Yd. c. st. alt. A. elevation and depression.	21 See Arm Movements No. 13. Raise the left arm and lower the right; raise the right and lower the left; continue. The arms must be kept perfectly rigid and in a line with each other moving together. See Balance Movements No. 22 (*b*).	21 See-saw.
22 A. flg. to ½ str.	22 Two children stand back to back. They fling the left arms quickly upward to vertical position, and move the right arms backward a little; retain this attitude for a few seconds, and then return to position; fling the right arms up, and move the left backward; retain, and return to position.	22 Making a windmill.

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
23	23	23
½ str. st. 2 A. elev. sidew. upw.	Stand as in the preceding exercise, and take the same position of the arms (left arms up and right arms backward); lift the right arms and lower the left simultaneously, then lift the left and lower the right; the arms must be moved sideways and the motion be a steady one, both children moving their arms at the same time.	The windmill is working.
24	24	24
½ wg. Yd. st. A. swing.	See Commencing Positions No. 2 and Arm Movements No. 14. Place left arm in the first-named position, right arm in the other. Swing the extended arm forward to a right angle with the starting position, then swing back to the starting position; swing several times, then change position of arms and repeat exercise with the left arm.	Weathervane.
25	25	25
Yd. st. 2 A. flex. to yd. b.	See Arm Movements No. 14. Bend the arms forward at the elbows so as to form right angles.	Fence round three sides of a garden. Be sure that the fence has good corners and is perfectly even.

38 RISING SUN (See page 40)

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
26 Yd. b. st. 2 A. flg.	26 See Arm Movements No. 25 (the final position). Lift the forearms until they are vertical, without changing the position of the upper arms, lower them again; repeat several times.	26 Lift the drawbridge for the boats to pass under; lower the drawbridge for the trains to pass over.
27 Yd. e.st. pos.	27 See Arm Movements No. 26 (the final position), retain for a few seconds.	27 Candles on a Christmas tree.
28	28 Arms stretched forward, palms down: make fists and pull forcibly backward until the hands touch the chest. Execute to music, six-eight time.	28 Rowing.
29	29 The same as the preceding exercise, but use one arm at a time and turn the palm forward.	29 Sawing wood.
30 Bend st. slow 2 A. ext. upw.	30 See Arm Movements No. 19. Execute very slowly.	30 Corn growing.
31 Yd. a st. 2 A. flg. and Toe sup. st.	31 See Arm Movements No. 9, and Balance Movements No. 6; combine.	31 Flying statue.

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
32 Wg. forw. ly. 2 A. Swim.	32 See Arm Movements Nos. 1 and 16; combine.	32 Swimming.
33	33 See Commencing Positions No. 1. Bring the elbows a little forward and the hands together in front, the fingers of one hand slightly lapping over those of the other; the hands and arms thus form a circle. Lift the hands and arms slowly, keeping the circular form, until they are high over the head. Separate the hands, and moving the fingers quickly and each one separately, bring the arms down sideways; reach out as far as possible at the sides as the arms descend.	33 Rising sun. The downward motion is suggestive of the sun's rays as they come down to give us warmth.
34	34 Bring the arms forward and upward until they form a circle with a small opening, and until they are almost at shoulder height — the thumb and fingers of each hand together. Bring the hands slowly backward as if stretching something until the arms are out sideways; open the hands quickly and let the arms drop by the sides.	34 Pulling candy.

42 CLOTHES REEL (See page 44)

TRUNK ROTATIONS

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
1 Wg. st. T. rot.	1 See Commencing Positions No. 2. Turn the trunk to the left, then forward; to the right, then forward and repeat two or three times; the feet must be kept quite still throughout the movement.	1 (*a*) Turning from the wind. (*b*) Piano stool. (*c*) See Games, "Did you ever see a Lassie?"
2 Wg. std. st. T. rot.	2 See Commencing Positions Nos. 2 and 5, and Trunk Rotations No. 1.	2 (*a*) Revolving light in a light-house. (*b*) Revolving bookcase
3 Wg. close st. T. rot.	3 The children stand in twos an arm's length apart. See Commencing Positions Nos. 2 and 4. The teacher faces the children and passes between each two who stand together; as she passes through the children turn toward her, one turning to the left, the other to the right, when she has passed they turn to the front again; the children's feet must not move; the children face in the opposite direction and the teacher again passes between each couple, and they turn toward her as before and then turn to the front again.	3 Turnstiles.

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
4 Wg. kn. st. T. rot.	4 See Balance Movements No. 16. After taking this position, kneel; rotate trunk to the right and forward three times; rotate the same number of times to the left; resume position. (The teacher may represent the man who turns the auger with one of the children in front of the class.)	4 (*a*) A hole is being bored with an auger, turning to the right is screwing in the auger, to the left is taking it out when the hole is made. (*b*) Brakes of a car.
5 Wg. ride sitt. T. rot.	5 The child sits astride a low, narrow bench or chair with feet fixed firmly on the floor. See Trunk Rotations No. 1.	5 Going to ride; name things seen at left and at right.
6 Wg. sitt. T. rot.	6 The child sits in a chair in good position, feet firmly fixed. See Trunk Rotations No. 1.	6 Office chair.
7 Yd. c. close st. T. rot.	7 See Commencing Positions Nos. 3 and 4, and execute movement as in Trunk Rotations No. 1.	7 Weather-vane.
8 Yd. c. std. st. T. rot.	8 See Commencing Positions No. 3 and Trunk Rotations No. 2.	8 Reel for drying clothes.

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
9 Close st. T. rot.	9 See Commencing Positions No. 4, and execute movement as in Trunk Rotations No. 1.	9 See Games, "Bean Bag Game."
10 Wlk. st. T. rot. (*a*)	10 Left foot forward; arms stretched out toward the right; hands closed as if holding a scythe, left hand a little lower than the right. Swing the arms and trunk round to the left, keeping all in the same relative position; return to the starting position quietly without the swing; repeat two or three times; place right foot forward, stretch arms to the left and perform the exercise the same number of times to the right. Execute to music six-eight time, and make the movement as rhythmical as possible.	10 Mowing grass; tell the children to cut as much grass as possible with one sweep of the scythe, and to lift the scythe back after the cut is made.
11 Wlk. st. T. rot. (*b*)	11 Left foot forward; form a circle with right arm, fingers touching the chest and elbow up. (The circle represents a bag or basket holding seed.) Put the left hand into the basket (taking out the seed); rotate the trunk to the left and at the same time stretch the arms away back; throw the arm forward (scattering the seed); repeat the movement several times, turning the trunk forward as the hand returns to the basket. Place the right foot forward, make a circle with the left arm and perform the exercise the same number of times to the right. The position described may be seen in Millet's picture of "The Sower."	11 Farmer sowing seed in his field. Tell the children to take large handfuls of the seed and to throw it as far as possible.

TRUNK SIDEWAYS–FLEXIONS

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
1 Wg. std. st. T. sidew. flex.	1 See Commencing Positions Nos. 2 and 5. Bend the trunk to the left stretching the right side; begin the movement with the head, and keep the knees perfectly straight; repeat two or three times to each side.	1 Jointed doll.
2 St. T. sidew. flex.	2 See Commencing Positions No. 1, and Sideways-flexions No. 1.	2 (*a*) Grasses bending. (*b*) Trees bending.
3 Close st. T. sidew. flex.	3 See Commencing Positions No. 4, and Sideways-flexions No. 1.	3 Corn waving in the wind.
4 Shelter pos. T. sidew. flex.	4 Hands on head, elbows out sideways and well drawn back. See Sideways-flexions No. 1.	4 Walking beam of a steamboat.
5 Sitt. T. sidew. flex.	5 Place some object that is easily handled on the floor at the left of a chair in which the child is seated. The child bends sideways and tries to pick up this object with his left hand, without slipping from the chair or lifting feet from the floor. See Sideways-flexions No. 1.	5

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
6 ½ wg. yd. c. T. sidew. flex.	6 Right hand on the hip, left arm stretched out sideways. See Commencing Positions Nos. 2 and 3. Bend trunk to the left keeping the arm perfectly straight; come up slowly as if a weight was attached to the arm; change position of the arms and repeat the exercise bending to the right.	6 Well-sweep, coming up the bucket is full of water.
7 ½ wg. shelter pos. T. sidew. flex.	7 Left hand on the hip, right hand on the head, bend to the left; change the position of the hands and bend to the right; repeat two or three times to each side.	7 Dancing girl.
8 Wg. wlk. st. T. sidew. flex.	8 See Commencing Positions Nos. 2 and 6, left foot forward. See Sideways-flexions No. 1, bend to the left; change position of the feet and bend to the right; repeat two or three times to each side. (When one foot is forward, always bend to the side of the forward foot.)	8 See Games, "Did you ever see a Lassie."
9 ½ wg. shelter wlk. st. T. sidew. flex.	9 See Commencing Positions No. 6 and Sideways-flexions No. 7.	9 Bending a small tree to gather leaves, blossoms or fruit.
10 Wg. touch step st. T. sidew. flex.	10 See Commencing Positions No. 2. Extend left foot to the left, the toe only touching the ground; bend to the left several times; change feet and bend to the right several times.	10 Dancing step

DANCING GIRL

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
11 Wg. F. side gr. ½ st. T. sidew. flex.	11 12 13 As it is desirable that these three exercises should only be used by trained teachers of gymnastics, the gymnastic nomenclature describes the movements sufficiently.	11 Grasses growing on a wall.
12 Side sup. st. T. sidew. flex.		12 Grasses bent over a low wall.
13 Sidew. hg. pos.		13 Starfish.

HEAD MOVEMENTS

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
1 H. flex. backw.	1 Let the head drop backward, then bring it up *into good position;* draw the chin in well as the head comes up.	1 (*a*) Horses tossing their heads. (*b*) Looking up at the sky.
2 H. rot.	2 Turn the head first to the left, then forward, to the right and forward again; turn as far as possible without straining.	2 (*a*) Pigeon turning its head. (*b*) Weather-vane.
3 H. flex. forw. and backw.	3 Let the head drop forward, bring it up and let it drop backward, bring it up into good position. See Head Movements No. 1.	3 Birds drinking.
4 H. flex. sidew.	4 Bend the head to the left; bring it up and bend it to the right; return to position. Be careful to move the head only.	4 Flowers nodding their heads.

JUMPING

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
1 Prep. to jump.	1 See Balance Movements No. 5. The children should clinch the fists and let the arms hang.	1 Giant brownie and child.
2 Upw. jump.	2 Heels lift, knees bend as in Balance Movements No. 5; spring from the floor, landing on the toes with the knees bent; straighten the knees and lower the heels; repeat several times. This movement should never be used with hands on the hips.	2 Rounding balls.
3 Continuous upw. jump.	3 The children form in a line one behind the other. Two children stand out in front opposite to each other, making the motion of turning a rope for the others to jump over. The children come forward in turn and jump several times over the play rope. When all in the line have jumped two other children come forward to turn the rope while the first two who turned it perform the exercise.	3 Long skipping rope.
4 Forw. jump.	4 Make a chalk line on the floor. Exercise is the same as "Upward jump," but jump forward.	4 Making balls bound over a mark.
5 Wg. courtesy sitt. jump forw.	5 See Balance Movements No. 16. From that position hop forward; the steps taken should be very short, and the movement a rhythmical one.	5 Birds hopping.

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
6 Wg. Toe st. jump forw.	6 See Balance Movements No. 1. From that position hop a few steps forward.	6 (*a*) Quicksilver's staff. (See Hawthorne's "Wonder Book.") (*b*) Mechanical toy wound up.
7 Wg. wlk. st. change feet (jumping).	7 See Commencing Positions Nos. 2 and 6, left foot forward; change position of the feet so that the right foot is in front, the left behind; effect this change by a little jump; land as usual on the toes, but bend the knees only slightly; repeat several times making the movement a continuous one.	7
8 2 A. flg. upw. jump.	8 Fling both arms out sideways and leap as in "Upward jump"; bring arms down as you land.	8 Jumping jack.
9 1 step forw. jump.	9 Take one step forward and spring from the forward foot; jump forward and land in good position.	9 Crossing the brook.
10 2 steps forw. jump.	10 Same as above, but take two steps and spring.	10 11 Stepping quickly from stone to stone in the brook and landing on the shore.
11 3 steps forw. jump.	11 Same as above, but take three steps.	

LONG SKIPPING ROPE

(See page 57)

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
12 Wg. Toe ½ st. jump.	12 See Balance Movements No. 14; hop on the other foot; change position of feet and repeat the exercise.	12 Hop, hop, hop.
13 Jump from bench.	13 Stand on a low bench (not over ten inches high); stretch the left foot forward and jump to the floor: land on both feet in the usual way; repeat with the right foot forward.	13
14 Jumping a stick.	14 See Games, "Trick Ponies." Directions for fourth verse.	14 Trained dogs.
15	15 Same as the regular play of "Leap-frog," but use a steady object (such as a small heavily-weighted box) for the obstacle, instead of a child.	15 Leap-frog.
16	16 Child stands at the right side of his desk, or any object of suitable height. Place right hand on the desk and grasp the edge with the left hand; lift the heels, bend knees slightly and spring up, sitting sideways with right leg in front; spring down again, landing on the toes with knees bent. Repeat the exercise from the other side.	16 Mounting a horse.

BREATHING EXERCISES

Technical Name of Movement	Description of Movement	Animal, Object or Action Represented
1 St. 2 A. ext. sidew.	1 See Arm Movements No. 6. Repeat two or three times.	1 Stretch !
2 St. 2 A. elev. sidew.	2 See Arm Movements No. 10. Restrict to three repetitions.	2 Stretch !
3 St. 2 A. elev. sidew. w. 2 Heel elev.	3 See Arm Movements No. 10. Combine with Balance Movement No. 2.	3 Stretch ! and grow tall.
4 Ly. 2 A. ext. upw.	4 Lying on the floor, stretch the arms above the head in a line with the body; relax somewhat, and stretch again; repeat two or three times.	4 Stretch !

See "Introduction," concerning breathing.

GAMES.

Games are not put into a gymnastic lesson as a compensation for the dryness of the larger part of the work, but because they are in themselves an educative force. Therefore, they should be carefully chosen, and should be as suited to the needs of the children as are the other exercises.

GREETINGS.

1

As I was going down the street,
Whom do you think I chanced to meet?
A soldier brave, so straight and tall,
With sword, and uniform, and all.
He said, "How do you do?"

2

As I was going down the street,
Whom do you think I chanced to meet?
I met a jolly sailor boy,
Who greeted me with shouts of joy,
And said, "How do you do?"

3

As I was going down the street,
Whom do you think I chanced to meet?
A lady fair, who bowed, and smiled
In kindly greeting to each child,
Saying, "How do you do?"

4

As I was going down the street,
Whom do you think I chanced to meet?
A gentleman in suit of gray,
Who, as he passed across the way,
Said, "How do you do?"

5

As I was going down the street,
Whom do you think I chanced to meet?
A Frenchman, who was talking fast,

But bowed politely as he passed,
Saying, "How do you do?"

6

As I was going down the street,
Whom do you think I chanced to meet?
A little maid from o'er the sea,
In Norway her home used to be.
She said, "How do you do?"

7

As I was going down the street,
Whom do you think I chanced to meet?
A visitor from far Japan,
Who bowed, and bowed, and waved her fan,
Saying, "How do you do?"

8

When my great grandma walked the street,
And any friend she chanced to meet,
You really could not see her face,
She bowed with so much stately grace,
As she said, "How do you do?"

9

And so whoever walks the street,
In his own way his friends will greet;
But always through the outward sign
The same true friendliness will shine
As we say, "How do you do?"

Directions.

The children stand in the aisles; the first child in every aisle, and every other child after, turns toward the back of the room, so that the children are standing in pairs, facing each other.

1st verse. Children recite as if talking to each other, and at the last line give the soldier's salute.

2. When reciting last line shake hands heartily.

3. Bow the head and smile.

4. Make the motion of lifting the hat from the head.

5. The Frenchman bows from his waist, with right hand on the heart.

6. Make a peasant's courtesy. This is done by simply bending the knees quickly, keeping the body erect.

7. Bend the knees very slowly until kneeling position is reached, and then bow the head to the ground, in Japanese fashion. The action of waving the fan should be kept up by the right hand all through the exercise. Begin to bend at the beginning of the fourth line.

8. Girls — step to left with left foot; place right foot on toes a little behind the left, bend both knees until the right knee rests on the ankle of the left, at the same time bowing from the waist as low as possible. Repeat with opposite foot for the sake of the exercise. Boys — keep knees straight, place hand on heart and bow as low as possible.

9. The last verse is recited without any motions.

—*From Primary Education.*

SIX LITTLE BALLS.

Place on the floor six colored balls, a few inches apart. The children take turns in rolling a hard ball at these, trying to displace them. If words and music are desired, see *Kindergarten Review*, February, 1898.

ROLL BALL.

Draw a circle, about two feet in diameter, on the floor: make a chalk mark six or eight feet away from the circle. Divide the class into two groups and let each child in turn stand or sit on the mark and try to roll a worsted ball so that it will stop inside the circle. Each child who succeeds scores five for his side, or if the ball rolls across the circle and stops outside, he scores two. The group making the highest score is the winner.

TOSS BALL.

The ball is tossed into a scrap basket or other receptacle; otherwise proceed as in "Roll Ball."

BALL GAME.

Toss up the balls! toss them up high,
Flying so merrily up toward the sky;
Now to the ground carefully throw,
Bounding our balls love to go.

Over the way, back to their home,
This way and that way our balls will now roam,
Over again carefully throw,
Trav'ling our balls love to go.

Directions.

1st verse. Four children stand in a row, each with a ball, and toss it or bounce it as the words indicate.

2. Four other children stand opposite to those who have the balls, and the balls are tossed backward and forward between the children. If music is used the balls are started — up, down, over, or back on the first beat of each measure. For music, see *Kindergarten Review*, October, 1903.

BALL AND HOOP.

Suggested by Mabel Townsend Stevens.

Hang a barrel hoop from the chandelier or in the doorway. Make two round wads of cotton batting, one about six inches in diameter, the other twice as large. Divide the children into two sets, and alternating between the two squads, let every child have a turn in trying to throw these play balls through the hoop. Putting the large ball through counts ten, the small one five; see which set of children makes the highest score.

—*From Primary Education.*

BALL AND BEAN BAG GAME.

A good-sized ball and two bean bags are required for this play. Divide the children into two squads, one squad being on each side of the room. Place the ball on a stool in the front of the room half way between

the two sides. The leader of each squad has a bean bag. One leader comes forward and standing by the wall facing the stool tries to hit the ball with his bean bag so as to knock it from the stool. If he knocks the ball off the stool, it counts ten for his side; if he merely hits it without getting it off the stool it counts five. The other leader then has his throw, and after him one from each squad alternately until every child has had a turn. Whichever side has the largest score wins the game. Play with right and left hand alternately. —*From Primary Education.*

BEAN BAG GAME.

Half of the children form a line side by side, but three or four feet apart; the other half form a similar line opposite to them; all take Commencing Positions No. 4. A bean bag is placed on a chair at the head of each line of children; at a given signal each leader turns to his bag, picks it up, turns and throws it to his next neighbor; he turns to receive the bag, and turns again to throw it to the child next to him, and so on down the line; the last child places the bean bag on a chair at the end of the line. Whichever line gets the bag on the chair first counts one point. The bag then starts from the other end of the line; the game is the best three out of five points. No child must move his feet and if any one drops the bag he must pick it up and resume position before he throws it.

THE BEAN BAG RACE.

Eight bags of four different colors, say red, yellow, blue and green, are required for this play. The children form a circle; the two who are going to run stand on opposite sides outside the circle, each with four bean bags of the four different colors at his feet. At a given signal the runners pick up the red bags and run with them in opposite directions round the circle; when half way round they drop the red bags and pick up the yellow; these are left at their own goals, when they come to them, and the blue bags are picked up; still running, they leave the blue bags at their opponent's goal and taking the green ones return to their own The

victor is he who first reaches his own goal after running twice round the circle and changing the places of the four bags.

If preferred the children can be arranged in two sets and each one who wins a race makes a point for his side.

THE WALKING RACE.

The children stand in a row, their backs to the wall, at one end of the room. If it is a school-room furnished with desks, only as many children as there are aisles can take part at once, but in a gymnasium a great many more can do so. Each child has a bean bag balanced on his head. At a given signal the children start to walk from one end of the room to the other; they must not break into a run, nor touch the bags with their hands unless they fall to the floor, in which case the owner of the bag stops, picks up his bag, replaces it on his head and follows the others as speedily as possible. If a bag slips it must not be caught in the hands, but allowed to fall on the floor. The child who first reaches the goal with the bean bag on his head is the victor. When it has become too easy to walk carrying a bean bag, some object which will slide more easily may be substituted.

THE HAYMAKERS.

Come, let's go a-mowing
  Where the grass grows tall;
Swinging scythes so quickly,
  Down the grass will fall.

Now the grass we're tossing,
  Toward the bright blue sky;
Toss and turn it over
  For the sun to dry.

Here's the hay-cart waiting!
  Fill it up with hay!
Draw it now, good horses,
  To the barn away.

Soon we'll feed our Bossy
With the hay so sweet;
Bossy says, "I thank you.
Hay is good to eat."

Form a circle. Before the play begins, eight or ten children are chosen from the ring. Two represent horses, one the driver, another a cow, and the rest the hay-cart. They go to one corner of the room, which is supposed to be the barn. While the first verse is being sung, the driver is busy getting his cart out of the barn and harnessing his horses. The cow remains in the barn. The children in the circle represent the fence around the hay-field, a wide gate being left open.

In the first verse, about six children go in and cut down the grass with their scythes. In the second, all the children toss and turn the hay, and rake it up into haycocks. When the third verse begins, the hay-cart comes into the field through the gate, and all join in pitching the hay into the cart. When the cart is filled, the horses take it to the barn, two haymakers following to help unload. In the last verse, one of these haymakers feeds the cow with fresh hay, and Bossy lows her thanks. For music see *Kindergarten Review*, September, 1901.

THE ORCHARD.

A few of the children are arranged in rows to represent apple trees (see Arm Movements No. 12). The others represent bees, robins, children frolicking, and children gathering apples, as the verses indicate. The first verse with any one of the others makes a sufficiently long game unless the children who represent trees are allowed to rest their arms. For words and music, see "Holiday Songs," by Emilie Poulsson, Milton Bradley Co., Springfield, Mass.

FLYING BIRDS.

See Arm Movements No. 11; combine with running on tip-toe; execute to waltz music.

FEEDING THE PIGEONS.

The children scatter to all parts of the room (where they become pigeons). The teacher stands in the centre of the room, calls the pigeons and makes the motion of scattering grain for them to eat; the pigeons fly

to her (see Flying Birds) and then walk about around her (see Balance Movements No. 24); when they have finished their meal they fly away, but return to their places, as children, at the teacher's signal.

TRICK PONIES.

These clever little ponies
Know everything I say,
For when I tell them to "Go on,"
They quickly walk away.

These merry little ponies
They understand each sound,
For if I say to them "Get up,"
They briskly trot around.

Now if you watch these ponies
You'll think them bright indeed,
For when I say, "Come, frisk along,"
They gallop at full speed.

Then, too, my little ponies
Can jump as well as run,
And when we place a hurdle here,
You'll see them have some fun.

Now that their fun is ended,
My ponies say, "Good day,"
Then gently to the stable go
To have some oats and hay.

Directions.

One child acts as ringleader, the others are ponies. The leader stands in the center of the room, the ponies around the room, as if in a ring. The leader repeats the first verse, and at the words, "Go on," the ponies walk around the room, stepping high, and holding their heads well up. The leader holds up his

hand, and the ponies immediately stand still. The second verse is then recited by the leader, and when he says, "Get up," the ponies begin to trot. The trotting is a perfectly even motion like running, only the knees should be lifted high in front. In the third verse, at "Come, frisk along," the galloping begins. This is an uneven motion, and the same foot is in front all the time. The leader stops the ponies each time by holding up his hand.

While the fourth verse is being recited, the teacher arranges a stick for the ponies to jump over. The stick should be placed very low and should rest on its support so lightly that the slightest touch (if the ponies failed to clear it) would knock it off. Each pony takes a little run, clears the play hurdle, and walks on around the room. When all the ponies have been over the hurdle, the leader stops them by holding up his hand.

In the last verse, after the words, "Good day," the leader makes a pause in his recitation, while the ponies all bow their heads and neigh; then the leader continues, and the ponies walk quietly to their stable (their own places by their desks) and pretend to eat their oats and hay.

If there are too many children for all to be ponies at once, half the children may sit down and may recite the verses with the leader.

—*From Primary Education.*

THE FARMYARD.

The movements and sounds of farmyard animals are imitated by the children.

THE TOYMAN'S SHOP.

The children form in two lines on opposite sides of the room; those on one side go over and invite the others to go with them to the toyman's shop. They then walk round the room in couples singing gaily of what they will see at the shop. When they reach their destination they each make believe to choose a toy with which they gaily play. A child is then asked to show the toy which he has bought; he answers by going through the motion of playing with it; this motion is then imitated by the others. Other children are asked the same question. Some very lively exercise may thus be gained, such as rolling hoops, playing with individual skipping ropes, or flying kites. Of course it is all a game of make believe, but none the less merry on that account.

For words and music, see "Holiday Songs."

HOME WORK.

The children form in two lines on opposite sides of the room. One line of children go "across the way" to visit their friends, but find them so busy "washing" that they cannot "go out to play" (all go through the motion of washing clothes; in this motion keep the arms shoulder width apart and the back straight). The visit is returned by the other line of children, who find their friends "ironing" (all iron). The first set of children visit again to find their friends "mending," but when the return visit is made, it is Thursday or "playing day," so all "go out" for a lively play. The next visitors find their friends "sweeping," and the next, busily stirring cake, as Saturday is "baking day." The last visit is made on Sunday, and the children walk quietly round the room on their way to church. In making the motions of ironing, stirring and sweeping, the right and left hands should be used alternately. The words of this play are so repetitious that they are very easily learned, and the music is a well-known "Old Folk-song"; the use of both words and music is needed to make the play a lively one.

For words and music, see "Song of Home Work," "Holiday Songs."

DID YOU EVER SEE A LASSIE?

The teacher, or one of the children, stands forward and shows some rhythmic movement, which all imitate, keeping time to the music.

For words and music, see "Songs for Little Children," Part II., by Eleanor Smith, Milton Bradley Co.

SHARP EYES.

The children stand with arms by their sides facing the front of the room. One child is chosen for leader, and he stands on the platform, where all can see him, facing the other children. The teacher acts as judge. At a signal from the teacher the leader executes some simple gymnastic movement; at another signal he resumes ordinary standing position. The children now try to imitate exactly the movement of the leader, and those who cannot do it correctly must be seated. The leader

executes another movement, and the play continues until six exercises have been imitated. The children who are still standing (having imitated the six exercises correctly) are the winners. The play may then be resumed with a new leader. —*From Primary Education.*

WHAT O'CLOCK?

All the children face the front of the room, except one, who stands facing the others as a leader. All have their arms bent upward from the elbow, hands on outside of shoulders, with fingers loosely turned in, and elbows down by the side. The teacher asks the question, "What o'clock?" The leader responds by extending his arms quickly to any position he chooses, representing the hands of a clock. For example, both arms stretched sideways would be a quarter to three, the right arm up and left sideways, nine o'clock. To make the distinction between the hands of the clock, the arm which does duty as minute hand should be made to appear as long as possible by having the fingers extended, while the other arm is shortened in effect by having the fingers slightly bent. The children are to name the hour shown by the leader, and then imitate the motion of the leader, so that all are clocks representing the same hour. Another child is then chosen as leader and the play is repeated — a different hour being chosen. This play is only suitable for children who have had some lessons in telling time. —*From Kindergarten Review.*

THE MUSICIANS.

One child stands in front of the others and represents a musical instrument; the others all imitate his motions.

See *Kindergarten Review*, September, 1903.

LITTLE TRAVELERS.

This is another imitative play which has been found very useful for bringing in definite gymnastic movements.

For words, music and directions, see "Holiday Songs."

SKIPPING PLAY.

The children take partners and skip round the room to spirited music; at the conclusion they return to their places and courtesy or bow to their partners.

COME OUT TO PLAY.

By Anna Daniels.

(Tune of "Here We Go Round the Barberry Bush.")

Oh, will you come with me to play,
With me to play, with me to play?
Oh, will you come with me to play,
This lovely, lovely day?

Oh, yes, I'll go with you to play,
With you to play, with you to play.
Oh, yes, I'll go with you to play,
This lovely, lovely day.

Now four have gone together to play,
Together to play, together to play;
Now four have gone together to play,
This lovely, lovely day.

Will you all go with us to play,
With us to play, with us to play?
Will you all go with us to play,
This lovely, lovely day?

Directions.

The children form a circle. Two children sing the first verse, inviting two others to play with them; the second verse is the reply of those who are invited. All the other children sing the third verse, while the first four skip, run, dance, or play any way they choose inside of the circle; then they return to their places. Four other children go in and invite four others to play (first verse repeated); the

invitation is accepted (second verse repeated). The third verse is sung again, substituting the word eight for "four," while the eight children play. The eight children then join hands and walk round inside the circle singing the last verse; the others answer, "Yes, we will go with you," etc., while the eight return to their places. The play ends by all the children dancing round together to the music, without singing.

DANCING PLAY.

"A Partner so Merry."

The children form in two groups. During the singing of the first verse the children in one group choose partners from the other and polka round the room. While the second verse is being sung, the children escort their partners to their places.

For words and music, see "Songs for Little Children," Part II., by Eleanor Smith, Milton Bradley Co.

Note.— Children should never sing while exercising vigorously. When it is desirable for the words to accompany the motion, the teacher only should sing.

MISCELLANEOUS EXERCISES.

These exercises, which cannot be classified under any special head, may be used when the particular effect that they give is desired; for example, "Skipping Rope," when attention flags; "Chopping Down a Tree," when there is superfluous energy to be worked off; or "Coachmen Warming Themselves," before the lesson on a cold morning. The action in most of them is too well known to require much description.

Chopping Down a Tree.

Grasp the imaginary axe firmly and swing it vigorously toward the left several times; repeat the same number of times to the right.

The Snowstorm.

Lift the arms forward and upward as high as the head, palms of the hands down; let the arms float from side to side, sometimes crossing each other, and coming gradually down, each finger moving separately and rapidly all the time.

Throwing Snowballs.

Throw the play balls out well from the shoulder, and throw as often with the left hand as with the right.

Coachmen, or Other Outdoor Workers, Warming Themselves.

Lift the arms sideways, palms of hands forward, and fling the arms across each other and the chest.

Skipping Rope.

Running in place, while turning an imaginary skipping rope.

Rolling Hoops.

Run on the toes, striking the play hoops with imaginary sticks.

Flying Kites.

Each child makes the motion of letting out the string of his kite, then runs, looking up and back to see how the play kite is flying.

Cat Walking.

Bend the knees a little and walk with long steps, putting the feet down very softly.

The Rocking Horse.

Have the hands out in front as if holding the reins of the horse; place one foot forward and rock backward and forward so that the weight is first on one knee, then on the other; the knees bend alternately as the weight falls on them; repeat the exercise with the other foot forward.

Beat Drums.

Toot Trumpets.

Spin Tops.

EXAMPLES OF TABLES OF EXERCISES.

In giving these exercises to the children do not use the technical name, but the play name of the action which they are about to represent.

I.

For the first day of gymnastics we recommend a few representations of objects or actions which are familiar to every child, such as the following:

1. Commencing Positions No. 2 (*a*).
2. Commencing Positions No. 4 (*b*).
3. Balance Movements No. 2.
4. Arm Movements No. 5.
5. Trunk Sideways-flexions, No. 2 (*a*).
6. Games, "Skipping Play"
7. Breathing Exercises No. 1.

II.

The children should be sufficiently advanced by January to take this table of exercises.

Before the children leave their seats for gymnastics the teacher tells a story of which the following is an outline:

One afternoon Frank and Mary went shopping with mother. There were no seats for them in the car, so they stood with feet apart to keep from falling over. They went into a store where there were long counters covered with pretty things. Then they went across to another larger store, and the street was so muddy they had to take long steps and keep on their toes going over. In this store they went up and down in the elevator, and mother bought a beautiful fan for Aunt Mary's birthday present. They went to the furniture department and there they saw some turning chairs which they sat down in and played being papa at his office,

while mother looked at some of the other things. They walked home and passed a toy shop on the way, in the window of which was a beautiful steamboat, and near their home they saw some sparrows hopping about the street. Mother said that they would have time for one game before supper, and when that meal was over they yawned and stretched themselves, said "Good-night," and went to bed.

The children then represent the principal objects in the story through the following exercises.

1. Commencing Positions No. 5 (*b*).
2. Arm Movements No. 13 (*c*).
3. Balance Movements No. 9 (*c*).
4. Arm Movements No. 17.
5. Balance Movements No. 13.
6. Trunk Rotations No. 6.
7. Marching.
8. Trunk Sideways-flexions No. 4.
9. Jumping No. 5.
10. Games, "Ball and Bean Bag Game."
11. Breathing Exercises No. 2.

III.

The Picnic.

An advanced lesson to use toward the end of the year.

Story Outline.

Some children went with their mothers out into the country to have a picnic; they went in the electric car and then walked a short distance. They stopped to look over a high fence at some cows grazing in a field: noticed the roots of a large tree which stretched out above the ground, and rested for a few moments under the swaying branches of the tree. A carriage, drawn by a fine pair of horses, passed them on the way. Arrived at the picnic grounds, they went out rowing on the pond, and saw a weather-vane on the steeple of a country church; they landed on another part of the shore, bent down a small tree to get some blossoms, and then

watched the birds drinking at the edge of the pond. After returning to the picnic grounds they had dinner, and later played leap-frog; then they all joined in a singing game, and as they were pretty tired, their mothers told them to take a good stretch before starting to walk to the car.

The Exercises.

1. Marching round the room.
2. Balance Movements No. 1.
3. Commencing Positions No. 6 (*b*).
4. Arm Movements No. 12.
5. Balance Movements No. 21 (*b*).
6. Arm Movements No. 28.
7. Trunk Rotation No. 7.
8. Trunk Sideways-flexions No. 9.
9. Head Movements No. 3.
10. Jumping No. 15.
11. Games, "Come Out to Play.
12. Breathing Exercises No. 3.

A FEW BOOKS AND ARTICLES BEARING ON THE SUBJECT OF EXERCISE FOR LITTLE CHILDREN.

Special Kinesiology of Educational Gymnastics.—*Baron Nils Posse, M. G.*

Hand-book of School Gymnastics.—*Baron Nils Posse, M. G.*

Physical Education by Muscular Exercise.—*Luther Halsey Gulick, M. D.*

Symbolic Education.—*Susan E. Blow.*

Froebel's Educational Laws for all Teachers.—*James L. Hughes.*

Songs and Music of Froebel's Mother Play.—*Prepared by Susan E. Blow.*

Physical Exercises for Youngest Children, in *Primary Education*, September, 1902, to June, 1903.—*Fanny L. Johnson.*

Marching in the Kindergarten, in *Kindergarten Review*, March, 1904.—*Fanny L. Johnson.*

Gymnastic Basis of Kindergarten Games, in *Posse Gymnasium Journal*, May, 1897.—*Baron Posse.*

The Value of Games, in *Posse Gymnasium Journal*, March, 1903.—*Baroness Rose Posse.*

Devices, in *American Physical Education Review*, September, 1903.—*Mabel Pray.*

The New Physical Training for Children, in *The Delineator*, March, 1904.—*M. Wilma Sullivan.*

INDEX TO ABBREVIATIONS.

A.=arm.
abd.=abduction.
add.=adduction.
alt.=alternate.
backw.=backward.
bal.=balance.
cr.=crook.
elev.=elevation.
ext.=extension.
F.=foot.
flex.=flexion.
flg.=flinging.
forw.=forward.
fund.=fundamental.
gr.=grasp.
H.=head.
hg.=hang.
kn.=knee.
L.=leg.
ly.=lying.
prep.=prepare.
resp.=respiration.
rot.=rotation.
sidew.=sideways.
sitt.=sitting.
st.=standing.
std.=stride.
str.=stretch.
sup.=support.
swim.=swimming.
T.=trunk.
upw.=upward.
w.=with.
wg.=wing.
wlk.=walk.
yd.=yard.
½=half — only one limb takes the position following this sign.
2=double — indicates that the limbs assume symmetrical position.

a.

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